

UC San Diego  
Combined Graduate and Undergraduate Program Review

SELF-STUDY Guidelines

This document describes the self-study guidelines for combined graduate and undergraduate program reviews. The intent of this model is to provide a more comprehensive understanding and assessment of the department's academic programs and to allow for more coordinated and effective follow-up efforts. UC San Diego Academic Senate Committees Graduate Council and Undergraduate Council are responsible for conducting these periodic reviews. The Division of Graduate Education and Postdoctoral Affairs and the Division of Undergraduate Education will coordinate and schedule program reviews.

The Self-Study Report is comprised of eight sections, of which the department is responsible for completing the following:

Self-Study Report (materials due TBD after dates of review are set)

- I. Overview/Narrative
- II. Faculty, Facilities, and Instructional Workload
- III. Graduate Program
- IV. Undergraduate Program
- V. Interaction between Graduate and Undergraduate Programs
- VI. Assessment
- VII. Data and Reports
- VIII. Additional Materials and Appendices

NOTE: In the future, the department, campus administration, and both of the faculty review committees will have the benefit of a data dashboard provided by UC San Diego Institutional Research, who will produce data and reports using approved methods and with consistency. Sets of reports representing the graduate and undergraduate programs, including topics such as admissions, registration, degrees, surveys, and faculty, will be available to all parties.

UC San Diego is committed to providing a welcoming campus climate that will facilitate positive educational experiences for all members of the campus community. In particular, we are concerned about the well-being and academic success of those groups that historically have been underrepresented in our community. Please include a statement, in appropriate sections, that explain the department's efforts in support of this campus goal.

The Self-Study should be sent via email to [erica@ucsd.edu](mailto:erica@ucsd.edu).

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## **Self-Study Report Guidelines**

The Self-Study Report is designed to give an instructional unit the opportunity to examine the totality of its graduate and undergraduate educational programs, to assess their impact, and to plan for their futures. The Self-Study Report begins with the Overview/Narrative to give a general explanation of the past, present, and future directions of the department, and with in-depth explanations of department processes and regulations in the following sections.

### **I. Overview/Narrative [To be Provided by Department, 8-10 pages]**

- a. Brief History
- b. Areas of programmatic emphasis
- c. Philosophy of
  - i. Graduate program
  - ii. Undergraduate program
- d. Organization
  - i. Administrative structure (include a copy of your unit's organization chart)
  - ii. Faculty Committees
  - iii. Advisory Committees
  - iv. Other aspects of the department/program's development or organization that will provide a useful perspective to the review committee
- e. Equity, Diversity and Inclusion
  - i. Department efforts in support of this campus commitment
  - ii. Self-assessment of impact and effectiveness of efforts for faculty and students
  - iii. Any additional efforts planned for the future
- f. Extent to which the department incorporates international education, such as
  - i. Recruiting and supporting international graduate students
  - ii. Funding student research abroad
  - iii. Participating in international professional meetings and partnerships with international academic institutions
- g. General reflections on progress and accomplishments since the last review, and any challenges
- h. Plans for the Future
  - i. Growth in faculty
  - ii. Growth/changes in undergraduate and graduate student number and demographics
    1. Next five years
    2. Next ten years
  - iii. Programmatic changes
    1. Graduate and undergraduate curriculum
    2. Research
  - iv. Efforts to acquire additional resources to
    1. Accommodate growth
    2. Improve quality

## II. Faculty, Facilities, and Instructional Workload [*To be Provided by Department*]

- a. Faculty
  - i. List of current faculty
  - ii. Curriculum vitae for each current faculty member submitted in any format (traditional, Biobib, Biosketch, etc.) and delivered electronically, i.e. email or Google Drive
  - iii. Names and length of service of departmental chairs, vice chairs, and department graduate advisors—years in office for past 10 years
  - iv. Sabbaticals (5 yrs.)
  - v. Visiting Faculty, Regents' Professors, and Regents' lecturers (5 yrs.)
  - vi. Internationally recognized faculty honors and major awards
    1. Nobel Laureates
    2. Pulitzer Prize
    3. Membership in Academies (NAS, NAE, etc)
  - vii. Extramural faculty fellowships and awards for past 5 years
  - viii. Discussion of successes and challenges in faculty recruitment, retention, and promotion
- b. Research, Facilities and Support
  - i. Major research accomplishments
  - ii. Extramural financial support not funded by University but used as additional income for research (e.g. gifts, research grants, traineeships, etc.)
  - iii. Start-up funding/research support for new faculty (description of general packages, details for individual faculty not needed)
  - iv. Private and semiprivate offices for faculty, TAs, GSRs
  - v. Laboratories and support facilities
  - vi. Campus funding for equipment, operating expenses
  - vii. Number of staff FTEs and total salaries
- c. Instruction
  - i. Teaching workload policy for tenured and tenure-track professors, adjunct professors, unit-18 lecturers, etc.
  - ii. Breakdown of teaching assignments for different faculty ranks and lecturers (i.e. fraction of courses taught by ladder-rank faculty, unit-18 lecturers, continuing lecturers, students, etc.) for
    1. Lower division
    2. Upper division
    3. Graduate
  - iii. Use of teaching evaluations to improve teaching effectiveness
    1. CAPE
    2. Other methods
  - iv. Contributions of all levels of instructors
    1. Senate faculty
    2. Non-Senate lecturers
    3. Visitors
    4. Adjuncts
    5. Graduate teaching assistants
    6. Undergraduate tutors

- v. Training
  - 1. Teaching Assistants
  - 2. Readers
  - 3. Tutors
- vi. Reflections on instructional successes, challenges and opportunities

### **III. Graduate Program [To be Provided by Department]**

- a. Comparison to prior review: Address specific changes since last review in response to suggestions, comments, and critiques from the previous Review Committee and Graduate Council
- b. Admissions
  - i. Criteria
  - ii. Recruitment
  - iii. Departmental policies and activities to promote student diversity
  - iv. Dissemination of information to prospective students
  - v. Evaluation procedures
- c. Curriculum and Instruction
  - i. Goals, rationale, and structure of graduate degree programs (E.g. core course and elective requirements, language requirements, departmental pre-candidacy and comprehensive/qualifying exam requirements and samples, process for assigning dissertation advisors and forming committees)
  - ii. Student performance evaluation and assessment procedures
  - iii. Publication expectations
  - iv. Opportunities for study and research in other departments, ORUs, off campus
- d. Graduate Student Support
  - i. Departmental/program policy on graduate student support
  - ii. Departmental/program procedure for award of internal fellowships
  - iii. Department/program policy on research and teaching assistantships
    - 1. Duties
    - 2. Workload
    - 3. Training program
    - 4. Methods of evaluation
- e. Graduate advising practices and methods
  - i. Advising services provided by faculty
  - ii. Advising services provided by staff
    - 1. Graduate advising staff organization and duties
    - 2. Names and length of service of graduate advising staff members for past 10 years

#### **IV. Undergraduate Program [To be Provided by the Department]**

- a. Assess the current state of the program compared to the last review: Address specific changes since last review in response to suggestions, comments, and critiques from the Review Committee and Undergraduate Council
- b. Describe the curriculum, including
  - i. Pattern of requirements
    1. for each major
    2. requirements met outside of the department
    3. joint programs
  - ii. Promotion of students' acquisition of "core learning abilities and competencies"
    1. Via major requirements
    2. When considered with general education requirements
  - iii. Breadth and depth of the curriculum
  - iv. How are course offerings determined
  - v. Access to courses, labs, studios, and seminars
    1. undergraduate majors
    2. undergraduate non-majors
  - vi. Impact of the unit's instructional program
    1. on the general educational mission
    2. needs of the institution
    3. needs of the colleges
    4. needs of other departments, programs, and majors
  - vii. Ways in which the unit's curricular offerings correspond to national standards (or models) in the discipline
    1. Include copies of published national standards (models, guidelines) for undergraduate majors in the field, if any
    2. Assess the degree to which those elements are currently included (or not included) in your instructional program
  - viii. Overall academic quality of the undergraduate curriculum as compared to other institutions
- c. Undergraduate advising practices and methods
  - i. Advising services provided by faculty
  - ii. Advising services provided by staff for
    1. incoming freshmen
    2. incoming transfer students
    3. continuing students
- d. Efforts to improve student graduation rates and time-to-degree
- e. Efforts to foster engagement with majors
- f. Providing for and encourages experiential learning opportunities
  - i. Undergraduate Research
  - ii. Internships
  - iii. Study Abroad
  - iv. Public Service

**V. Interaction between: graduate and undergraduate programs [To be Provided by the Department]**

- a. Teaching assignments
- b. TA allocations
- c. Curricular coordination (including 3+2 and 4+1 programs)
- d. Student research
- e. Resource allocation
- f. Successes and opportunities

**VI. Assessment [To be Provided by the Department]**

- a. Assessment Plans, Activities, and Results
  - i. Commitment to improvement based on data and evidence
  - ii. Systematic assessment of teaching, learning, campus environment
  - iii. Utilization of results
  - iv. Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment
- b. Artifacts
  - i. Curricular Maps
  - ii. WSCUC Inventory of Educational Effectiveness Indicators (please update)
- c. Challenges

**VII. Data and Reports [To be Provided by Institutional Research Office and the Division of Graduate Education]**

- a. Graduate Department Data and Reports
  - i. Admissions
    - 1. Applications, admits, and new registered students by year (10 yrs.)
    - 2. Median Graduate Record Examination (GRE) scores by year (5 yrs.)
    - 3. Median grade-point averages for prior undergraduate work by year (5 yrs.)
  - ii. Demographics<sup>1</sup> (5 yrs.)

Student data categorized by gender, ethnicity and age. For each category, provide data on admission rate (relative to total applicant pool), acceptance rate (relative to all admitted applicants), degree completion rate, time to degree, exit surveys, and all pertinent graduate student experience surveys. Data will be provided at the campuswide, School/division, and department/program level.
  - iii. Student Registration
    - 1. Number of registered students by degree aim, by subfield (if applicable), by year
    - 2. Number of full and part-time students by degree aim, by year
    - 3. Number of total students by citizenship and ethnicity, by year
    - 4. Number and percent of new and total students by gender, by year
  - iv. Degree Completion and Placement (10 yrs.)
    - 1. Ph.D. or Master's completion and attrition data by year, and median national completion and attrition
    - 2. Number of graduate degrees awarded; median elapsed time to degree from

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<sup>1</sup> Cell sizes may be too small to report these disaggregations. If this is the case, please find another measurement.



1. Course and Professor Evaluations – Scatterplot
  2. Course and Professor Evaluations – Instructor Ratings
  3. University of California Undergraduate Experience Survey (UCUES)
  4. Postbac survey data
  5. Council of Deans of Advising Survey of Majors and Minors
  6. Career Center – First Destination Survey
  7. Campus Surveys (undergraduates)  
<https://ir.ucsd.edu/undergrad/surveys/index.html>
- c. Faculty Data and Course Information
- i. Number of Faculty by rank and step (now and five years ago) – *provided by IR*
  - ii. Number of promotions by rank each year (5 yrs.) – *provided by IR*
  - iii. Turnover of faculty by rank each year (5 yrs.) – *provided by IR*
  - iv. Number of new positions each year (5 yrs.) – *provided by IR*
  - v. Courses (lower division, upper division, and graduate) taught by instructor and quarter for the last three years – *provided by Graduate Division*
  - vi. Unoffered Course List – *provided by IR*
  - vii. Formal contact hours per faculty FTE (Teaching Statistics/Instructional Workload) – *provided by Graduate Division*

**VIII. Additional Materials and Appendices [To be Provided by the Division of Undergraduate Education and the Division of Graduate Education]**

- a. Previous Program Review Reports
  - i. Graduate
  - ii. Undergraduate
- b. Department/Program Website
- c. Department/Program General Catalog